



## THE INFLUENCE OF INFORMATION SEARCH LEARNING STRATEGIES AND STUDENT LEARNING MOTIVATION ON LEARNING OUTCOMES IN PAI LEARNING

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Received: 14-09-2022

Revised: 20-10-2022

Accepted: 19-12-2022

### Abstract

This study aims to determine the influence of the application of Information Search learning strategies and learning motivation on PAI learning outcomes of SMA Negeri 1 Merbau students as well as the interaction between learning strategies and learning motivation on PAI learning outcomes. This research is a quantitative study with a population of as many as all class XI students at SMA Negeri 1 Merbau consisting of 6 study groups. Based on the Cluster Random Sampling technique, one is an Information Search learning class and one is an Expository learning class. The instruments of this study are tests and questionnaires. The test of normality of the learning outcomes data is the Liliefors test and the homogeneity test is the Fisher test and the Bartlett Test. The data analysis technique is a two-path Anava at a significant  $\alpha = 0.05$  followed by the Schiche test. The results showed that there was a shift in the Information Search learning strategy on the learning outcomes of PAI students of SMA Negeri 1 Merbau with high ( $\bar{X}= 28.6$ ) and Low ( $\bar{X}=19.6$ ) learning motivations. In this case, the pai learning outcomes of students with high motivation are higher than the learning outcomes of pai students with low learning motivation. It can be seen from the average PAI learning outcomes taught with Information Search learning strategies and high learning motivation ( $\bar{X}=28.6$ ) higher than pai learning outcomes of students with low learning motivation ( $\bar{X}=19.6$ ). In addition, there is an interaction between learning strategies and learning motivation, there are learning outcomes of PAI students of SMA Negeri 1 Merbau with the results of anava factorial calculation 2 x 2 obtained Fcount = 128.7 while the value of Ftable = 3.98 for dk (1.67) and tara ( $\alpha = 0.05$ ) turns out to be the value of Fcount = 128.7 > Ftable = 3.98.

**Keywords:** *Information Search, Learning Motivation, Learning Outcomes*

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan strategi pembelajaran Information Search dan motivasi belajar terhadap hasil belajar PAI siswa SMA Negeri 1 Merbau serta interaksi antara strategi pembelajaran dan motivasi belajar terhadap hasil belajar PAI. Penelitian ini merupakan penelitian kuantitatif dengan populasi sebanyak seluruh siswa-siswi kelas XI di SMA Negeri 1 Merbau yang terdiri dari 6 rombongan belajar. Berdasarkan teknik Cluser Random Sampling, satu kelas sebagai kelas pembelajaran Information Search dan satu kelas pembelajaran Ekspositori. Instrumen penelitian ini adalah tes dan kuesioner. Uji normalitas data hasil belajar adalah uji Liliefors

dan tes homogenitas adalah uji Fisher dan Uji Bartlett. Teknik analisis data adalah Anava dua jalur pada signifikan  $\alpha = 0,05$  yang dilanjutkan dengan uji Scheffe. Hasil penelitian menunjukkan terdapat pengaruh strategi pembelajaran Information Search terhadap hasil belajar PAI siswa SMA Negeri 1 Merbau dengan motivasi belajar tinggi ( $\bar{X} = 28,6$ ) dan Rendah ( $\bar{X} = 19,6$ ). Dalam hal ini hasil belajar PAI siswa dengan motivasi tinggi lebih tinggi dari pada hasil belajar PAI siswa dengan motivasi belajar rendah. Terlihat dari rata-rata hasil belajar PAI yang diajarkan dengan strategi pembelajaran Information Search dan motivasi belajar tinggi ( $\bar{X} = 28,6$ ) lebih tinggi dari hasil belajar PAI siswa dengan motivasi belajar rendah ( $\bar{X} = 19,6$ ). Selain itu, terdapat interaksi antara strategi pembelajaran dan motivasi belajar terhadap hasil belajar PAI siswa SMA Negeri 1 Merbau dengan hasil perhitungan anava factorial  $2 \times 2$  diperoleh  $F_{hitung} = 128,7$  sedangkan nilai  $F_{tabel} = 3,98$  untuk dk (1,67) dan tara ( $\alpha = 0,05$ ) ternyata nilai  $F_{hitung} = 128,7 > F_{tabel} = 3,98$

**Kata Kunci:** Information Search, Motivasi Belajar, Hasil Belajar

## INTRODUCTION

Learning is the process of communication from the teacher to the learners. Teachers as educators while learning is carried out by students. The government must look far ahead and think about what students face in the future. Education not only produces the values contained in the student report cards but real abilities that will be applied in real life. According to Buchori, a good education is an education that has basics, preparing children for life, not just preparing children for life.<sup>1</sup> Departing from this, improving the quality of education is specifically in the hands of teachers as the spearhead in the learning process in schools.<sup>2</sup> This means that whether or not the achievement of educational goals is successful depends largely on how the learning process is designed, designed and carried out professionally by the teacher.

In the era of modern education, many things need to be done by a teacher to make it easier for students to absorb the messages conveyed so that they can be realized in everyday life. In connection with the above context, of course, a professional teacher must work hard to choose the right and appropriate and effective methods and strategies to be used in the classroom. Ideally, learning that can improve student learning achievement is through an appropriate learning process and of course the ideal is also where the ideal learning process is a learning process that is able to make students develop imaginative power and creativity in learning and can arouse the motivation of students in studying and understanding each of the materials provided.<sup>3</sup> Without realizing it, a person who learns is due to a motivational impulse.<sup>4</sup>

From the results of preliminary observations that have been made, it can be seen that the average score of class XI students of SMA Negeri 1 Marbau has not reached the KKM score that has been determined by the school. This can be seen in the table below.

Table 1. Average Learning Outcomes of PAI students in class XI at SMAN 1 Marbau

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<sup>1</sup> Mochtar Buchori, *Pendidikan Antisipatoris* (Yogyakarta: Kanisius, 2006), 41

<sup>2</sup> Rizki Akmalia, Amiruddin Siahaan, and Mesiono Mesiono, "The Effect of Individual, Group and Team Work Behavior Toward Teacher Performance in Sman 3 Medan," *Jurnal Tarbiyah* 27, no. 1 (2020): 50–71, <https://doi.org/10.30829/tar.v27i1.681>.

<sup>3</sup> L. Sari et al., "Penerapan Pendekatan Heuristik Dalam Meningkatkan Hasil Belajar IPA Peserta Didik Di Madrasah Ibtidaiyah," *Akademi Pendidikan* 13, no. 2 (2022): 199–209, <https://doi.org/https://doi.org/10.47200/aoej.v13i2.1234>.

<sup>4</sup> Rizki Akmalia, "Intensitas Motivasi Berprestasi Melalui Pembelajaran Daring," *Pionir: Jurnal Pendidikan* 10, no. 3 (2021): 1–11, <https://doi.org/10.22373/pjp.v10i3.12174>.

No	School Year	Average Learning Outcomes
1	2019/2020	76,30
2	2020/2021	78,50
3	2020/2022	79.40

Source: Students' Midterm Exam scores from the PAI teacher's gradebook

The data above shows that the achievement of the minimum completion criteria (KKM) in the field of Islamic Religious Education has not reached the target set at 80.00 in accordance with those set by the Minister of Education and Culture Number 23 of 2016.<sup>5</sup> Based on the completion limit, only 30% of students scored (80-85) on the last formative test activity, and 55% of students scored above KKM (85-87) on the midterm test. So far, the learning process carried out is less interesting and tends to be boring so it does not support students' understanding of the learning material. The results of the initial observations made obtained an illustration that teachers still tend to use expository learning, such as lectures, discussions, and assignments. When the learning process takes place, students tend to be passive, most of the students just stay silent, while some talk to their friends when the teacher explains the material in front of the class.

By the data above, to realize these learning objectives, teachers must have an interesting learning strategy by the theme with the aim that students can learn effectively and efficiently and focus on the expected goals. One of the steps to choosing a learning strategy is to master presentation techniques or commonly called learning strategies, each approach to developing learning strategies globally and trying to implement them.<sup>6</sup> There are only two main learning strategies, namely teacher-centered teaching, and student-centered teaching. Each strategy has its advantages and disadvantages.<sup>7</sup> And teachers are expected to have the ability to design learning strategies that are in accordance with the goals and competencies to be achieved, because not all goals can be achieved by a certain strategy.

One of the strategies that can be done by PAI teachers in XI SMA Negeri 1 Marbau is the information search strategy. This strategy is part of active learning, which is a learning strategy that invites students to learn actively.<sup>8</sup> The information search strategy is one part of the learning strategy that emphasizes to students in the search for information as an answer to several questions asked by educators. These sources of information may include leaflets, documents, textbooks, guidebooks, computers accessing information, or human products.<sup>9</sup>

The results of previous research revealed that there is an influence of learning strategies on student Jurisprudence learning outcomes<sup>10</sup>, there is an influence of Active Learning learning

<sup>5</sup> Permendikbud, "Permendikbud No 23 Tahun 2016 Tentang Standar Penilaian Pendidikan" (2016).

<sup>6</sup> Roestiyah NK, *Strategi Pembelajaran Belajar Mengajar* (Jakarta: Rineka cipta, 2001),.1

<sup>7</sup> Suyono Hariyanto, *Belajar Dan Pembelajaran, Teori Dan Konsep Dasar* (Bandung: Remaja Rosdakarya, 2012),.21

<sup>8</sup> Sutrisno, *Revolusi Pendidikan Di Indonesia* (Yogyakarta: Ar-Rutt, 2005),.93

<sup>9</sup> Silberman L. Melvin, *Active Learning: 101 Strategies to Teach Any Subject*, Terj. Raisal Muttaqien. *Active Learning: 101 Cara Belajar Siswa Aktif*, Ed. Revisi, 7th ed. (Bandung: Nuansa Nusa Media, 2012),.144

<sup>10</sup> Heri Caniogo, "Pengaruh Strategi Pembelajaran Dan Motivasi Belajar Terhadap Hasil Belajar Fikih Siswa Madrasah Ibtidaiyah Negeri 2 Labuhan Batu" (Universitas Islam Negeri Sumatera Utara Medan, 2020).

strategies with Information Search techniques on student motivation and learning outcomes.<sup>11</sup> In addition, in the application of information search strategies, students are more active in learning and more critical in responding to material because with the application of information search material is more understandable to students compared to the lecture method, students are also very enthusiastic because students can search for information according to learning topics from any source that is clear and accountable.<sup>12</sup> Other research also revealed that there is an influence of Information Search strategies on the learning outcomes of class XI students in the Akidah Akhlak subject.<sup>13</sup> The same research also revealed the influence of information search learning strategies on students' ability to write complex explanatory texts.<sup>14</sup> Looking at the results of research on learning strategies and student learning motivation above, the selection of learning strategies is considered necessary and important to pay attention to in the learning material, thus creating learning motivation in students. This research is expected to be able to create an improvement in the quality of teachers in using the right strategies so that student motivation and learning outcomes will increase.

## RESEARCH METHODS

This study uses a quantitative approach to quasi-experimental methods (pseudo-experiments) with a factorial design of 2 x 2. The population used was 212 students consisting of 6 study groups, while the sample became XI MIPA-1 as an experimental group (36 students) and XI MIPA-2 as a control group (35 students). The instrument used is in the form of an objective test in the form of multiple choices with a total of 20 questions. The data collection techniques in this study are tests and questionnaires. Before data analysis is carried out, the learning result instrument test is first carried out which consists of validity, reliability, difficulty index, and differentiability. While the data analysis technique used is a two-lane variance analysis technique (ANOVA) (2x2 factorial design) at the signification level ( $\alpha = 0.05$ ).

## RESULTS AND DISCUSSION

### The Effect of Implementing Information Search Learning Strategies on PAI Learning Outcomes of State High School Students 1 Marbau

Based on the calculation of Anava Factorial 2x2, F count = 64.70 is obtained while the value of F table = 3.98 so that it can be concluded that there is an influence of the application of Information Search learning strategies on the learning outcomes of PAI students of State High School 1 Marbau which has been tested empirically through statistical testing. In this case,

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<sup>11</sup> Pardi, "Pengaruh Strategi Pembelajaran Aktif Dengan Teknik Information Search Terhadap Motivasi Dan Hasil Belajar Biologi Pada Pokok Bahasan Jaringan Tumbuhan Peserta Didik Kelas XI IPA SMAN 4 Wajo" (Universitas Islam Negeri Alauddin Makassar, 2018).

<sup>12</sup> Nur Laela Dewi, "Implementasi Strategi Information Search Dengan Memaksimalkan Penggunaan Smartphone Dalam Pembelajaran PAI Kelas X MIPA 1 Di SMA Negeri 1 Genteng Tahun Pelajaran 2018/2019," *Jurnal Tarbiyatuna* 3, no. 2 (2019).

<sup>13</sup> Nirpa Aprilia, "Pengaruh Strategi Information Search Terhadap Hasil Belajar Peserta Didik Kelas XI Pada Mata Pelajaran Akidah Akhlak Di MA Hasanuddin Teluk Betung Bandar Lampung" (UIN Raden Intan Lampung, 2020).

<sup>14</sup> Renta Sri Mariana Siregar, Hetilaniar, and Zainal Abidin, "Pengaruh Strategi Pembelajaran Pencarian Informasi Terhadap Kemampuan Menulis Teks Eksplanasi Kompleks Siswa Kelas XI SMK PGRI 2 Palembang," *Jurnal PEMBAHSI: Pembelajaran Bahasa Dan Sastra Indonesia* 11, no. 1 (2021), <https://doi.org/http://dx.doi.org/10.31851/pemmbahsi.v11i1.4715>.

the PAI learning outcomes of SMA Negeri 1 Marbau students who are taught with Information Search learning strategies are higher than the PAI learning outcomes of students who are taught with expository strategies. This can be seen from the average student PAI learning outcomes taught with the Information Search learning strategy, namely  $x = 25.9$  while with the expository learning strategy,  $x = 24.7$ , in the sense that the Information Search learning strategy is higher than the expository learning strategy. The results of the statistical test can be seen in the table below:

**Table 2. Factorial Anava Calculation 2 x 2**

Sources of Variation	Dk	Jk	Rjk	Fcount	Ftable (1,67) ( $\alpha = 0,05$ )
Learning Strategies	1	469,10	469,10	<b>64,70</b>	3,98
Galat					
Total	67	486,08	7,25		
	70	1303,66	-		

### Pengaruh Motivasi Belajar Terhadap Hasil Belajar PAI

Based on the calculation of Anava factorial 2x2, F count = 933.5 is obtained while the value of F table = 3.98 so that it can be concluded that there is an influence of learning motivation on the learning outcomes of PAI students of SMA Negeri 1 Marbau which has been tested empirically through statistical testing. In this case, the PAI learning outcomes of SMA Negeri 1 Marbau students with high learning motivation ( $x = 27.4$ ) are higher than the PAI learning outcomes of SMA Negeri 1 Marbau students with low learning motivation ( $x = 20.8$ ). The results of the statistical test can be seen in the table below.

**Tabel 3. Perhitungan Anava Faktorial 2 x 2**

Sumber Variasi	Dk	Jk	Rjk	Fhitung	Ftabel (1,67) ( $\alpha = 0,05$ )
Motivasi Belajar	1	6767,9	6767,9	<b>933,5</b>	3,98
Error	67	486,08	7,25		
Total	70	1303,66	-		

This indicates that students with high learning motivation on average have better PAI learning outcomes compared to students with low learning motivation. Based on this, it can be understood that with high learning motivation, students are more likely to quickly understand and understand the teaching material than students with low learning motivation. The role of learning motivation with student success in learning is closely related and inseparable, the higher the learning motivation of a student, the greater the effort he will make to achieve his learning success. Because the motivation to learn in a person becomes a driving force that will activate all existing energy including learning activities. Because without realizing it, someone who learns is due to a motivational impulse<sup>15</sup>. Motivation can also be said to be the overall driving force

<sup>15</sup> Akmalia, "Intensitas Motivasi Berprestasi Melalui Pembelajaran Daring."

that exists in students that gives rise to learning activities, and ensures the continuity of learning activities and gives direction to learning activities so that the goals desired by students can be achieved.<sup>16</sup>

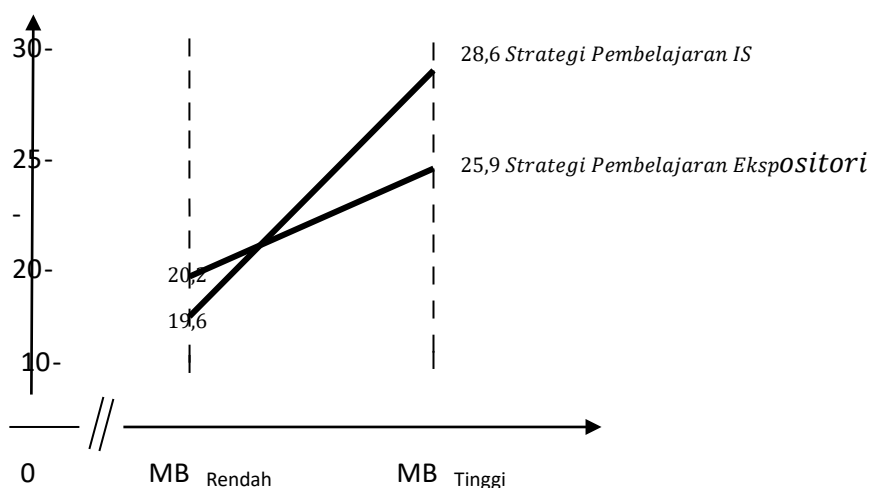
### Interaction Between Learning Strategies And Learning Motivation Towards PAI Learning Outcomes

Based on the calculation of Anava factorial 2x2 obtained F count = 128.7 while the value of F table = 3.98 for dk (1.67) and the real level of  $\alpha = 0.05$ . From the results above, the value of F count = 128.7 > F table = 3.98 so that it can be concluded that there is an interaction between learning strategies and learning motivation towards the learning outcomes of PAI students of SMA Negeri 1 Marbau which has been tested empirically through statistical testing. The results of the statistical test can be seen in the table below.

**Table 4. Factorial Anava Calculation 2 x 2**

Sources of Variation	Dk	Jk	Rjk	Fcount	Ftable (1,67) ( $\alpha = 0,05$ )
Interaction	1	332,59	332,59	128,7	3,98
Error	67	486,08	7,25		
Total	70	1303,66	-		

The interaction of learning strategies and learning motivation in influencing pai learning outcomes of students of State High School 1 Marbau, shown in the following figure:



**Picture 1. Interaction of Learning Strategies and Learning Motivation**

From the picture above, it can be said that there is an interaction of learning strategies and learning motivation towards the learning outcomes of PAI students of State High School 1 Marbau, this can be seen from the learning strategy Information Search provides learning

<sup>16</sup> Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2008).

outcomes PAI students of State High School 1 Marbau with high learning motivation than students with low learning motivation and Expository learning strategies provide PAI learning outcomes for State Senior High School students 1 Marbau with high learning motivation than students with low learning motivation, is also evident.

This is known from the average PAI learning outcome score of State High School 1 Marbau students taught with Information Search learning strategies in students with high learning motivation ( $x = 28.6$ ) higher than students with low learning motivation ( $x = 19.6$ ) and the average learning outcomes of PAI students of State High School 1 Marbau who are studied with expository learning strategies in students of State High School 1 Marbau with high learning motivation ( $x = 25.9$ ) higher than students with low learning motivation ( $x = 20.2$ ).

## Discussion

Active participation of students in learning can bring success and achievement of the learning objectives themselves. The consequence is that if inappropriate strategies are implemented in the teaching and learning process, it is certain that it will result in a lack of student participation and motivation in learning. Based on the results of research that has been carried out, show that there is an influence of learning strategies on the learning outcomes of PAI students of State High School 1 Marbau. This confirms that learning strategies are one of the factors that are of concern to improve PAI learning outcomes of State High School 1 Marbau students.

The role of learning motivation with student success in learning is very close and inseparable, the higher the learning motivation of a student, the greater the effort he will make to achieve his learning success. Because the motivation to learn in a person becomes a driving force that will activate all existing energy including learning activities. Motivation is the desire to act.<sup>17</sup> Thus, it can be stated that in learning activities, motivation can be said to be the overall driving force that exists in students that gives rise to learning activities, and ensures the continuity of learning activities and gives direction to learning activities so that the goals desired by students can be achieved.<sup>18</sup>

In carrying out learning, each student has different learning motivations from one another. But what is certain is that every student wants to be able to achieve high learning outcomes and have valuable benefits in their lives. Therefore, every learner has a directed learning motivation that can encourage him to do something with all his abilities. For this reason, the teacher plays a role in always leading the learning motivation of students to grow in students which is useful in the learning process, because in each student there is strength, energy, power or a complex situation and willingness in the individual to move and carry out his learning activities.

This is in line with Pardi's findings<sup>19</sup> that the motivation and learning outcomes of students who were taught without using active learning strategies with information search techniques obtained average scores of 111.16 and 44.74. This shows that teaching PAI material

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<sup>17</sup> Akmalia, "Intensitas Motivasi Berprestasi Melalui Pembelajaran Daring."

<sup>18</sup> Djamarah, *Psikologi Belajar*.

<sup>19</sup> Pardi, "Pengaruh Strategi Pembelajaran Aktif Dengan Teknik Information Search Terhadap Motivasi Dan Hasil Belajar Biologi Pada Pokok Bahasan Jaringan Tumbuhan Peserta Didik Kelas XI IPA SMAN 4 Wajo."

is more appropriate to use Information Search strategies than expository learning strategies because in this strategy students are asked to be good at finding and solving their problems with the time provided.

## CONCLUSION

This study concluded that the average learning outcomes of PAI students using Information Search learning strategies were higher than those using expository strategies. This shows that Information Search learning strategies are more effective for improving PAI learning outcomes because, in learning that applies Information Search learning strategies, students tend to be active in reconstructing the knowledge they have gained by themselves. Not only that, the use of this strategy seeks to motivate student learning so that they can achieve learning goals. The characteristic of Information Search learning is to look for information from various sources that students can dig up and students can learn independently.

Active participation of students in learning in turn can bring success and achievement of the learning objectives themselves. Thus, the consequence is that if inappropriate strategies are carried out in learning, it will certainly result in reduced participation and active motivation of students in learning. The logical consequence of the influence of the application of learning strategies on PAI learning outcomes has implications for PAI educators to implement Information Search learning strategies. By using this learning strategy, it is hoped that educators can arouse students' enthusiasm and motivation, engage actively in PAI learning, and create a more interactive and effective learning atmosphere in achieving learning objectives.

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